

3-2-2009

## Faculty Senate Monthly Packet March 2009

Portland State University Faculty Senate

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## PORTLAND STATE UNIVERSITY

**Minutes:** Faculty Senate Meeting, March 2, 2009  
**Presiding Officer:** Robert Mercer  
**Secretary:** Sarah E. Andrews-Collier

**Members Present:** Accetta, Ames, Anderson-Nathe, Barham, Bielavitz, Blazak, Bodegom, Brodowicz, Brower, D. Brown, Buddress, Cabelly, Carter, Charman, Chrzanowska-Jeske, Collier, Collins, Devletian, Dickinson, Elzanowski, Fallon, Farhadmanpur, Farr, Fountain, Gelmon, George, Gerwing, Gough, Gray, Hagge, B.Hansen, Harmon, Hickey, Hines, Hoffman, Hook, Hottell, Howard, Jagodnik, Jhaj, Johnson, Keller, Kinsella, Kohles, Lafferrière, Lall, Liebman, Livneh, Luckett, Luther, MacCormack, Magaldi, McKeown-Ice, Meinhold, L. Mercer, R. Mercer, L., Messer, Murphy, Mussey, Neal, Palmiter, Paradis, Patton, Paynter, Pejcinovic, Pierce, Reese, Rogers, Rueter, Ruth, Ryder, Sanchez, Seppalainen, Shusterman, Stovall, Sussman, Talbot, Thao, Tolmach, Walton, Wamser, Wattenberg, Zelick.

**Alternates Present:** Stevens for Chaille, Blekic for Ingersoll, Ogston for Kaufman, Weislogel for Sailor, Carpenter for Stoering, Haji for Turner, Nishishiba for Wallace, Birmingham for Welnick.

**Members Absent:** Bleiler, Coleman, Cress, Fritzsche, Fuller, Garrison, D.Hansen, Jiao, Khalil, Rhee, Sheble, Toppe, Wahab, Webb, Weingrad, Wendler, Whitefoot.

### **Ex-officio Members**

**Present:** Andrews-Collier, Balzer, Desrochers, Feyerherm, Fung, Gregory, Koch, Mack, McVeety, Nelson, Sestak, Smallman, Spalding, Wiewel.

### **A. ROLL**

### **B. APPROVAL OF THE MINUTES OF THE FEBRUARY 2, 2008, MEETING**

The meeting was called to order at 3:04 p.m. The minutes were approved as published.

### **C. ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR**

MERCER announced that the Steering Committee convened a joint meeting with several senate committees prior to the Senate meeting to discuss the Senate role in the budget reduction process especially with respect to summer responsibilities. The committee will provide the full Senate with a resolution next month and details at the May meeting regarding the summer plans. Senators are requested to forward comment in the meantime.

MERCER called for requests to remove items from the Curricular Consent Agenda. MUSSEY requested E.1.b.3. be removed.

### **President's Report**

WIEWEL discussed the budget. The reduction required of PSU for 2008-09 is about \$7.9 Million. Final cuts range from 6% from the President's Office, to 2.5% from LAS, to 1.5% from FPA, and other units have cuts of somewhere in between. The long-term fiscal strategies committee membership will be announced later this week. While the Budget Committee will work on budget recommendations, this committee will organize the process for soliciting proposals and do some of the initial vetting. Related to this has been a discussion about using furloughs for costs savings, although it is still unclear how the Governor's charge will relate to the OUS. The highest-level managers will probably take the mandated four days, but it is unclear how days would be taken, etc. In the next biennium, it is highly likely that everybody will be assessed furloughs of some kind. Units have been directed to plan cuts for 2010-11, from 7.5% for academic units, to 12.5% for administrative units. We continue to hope that our actual cuts will not be quite as high and we can continue to be strategic. We will need to consult on these matters throughout the summer. The state stimulus package brought PSU \$29. Million for the campus steam loop, SBII and SB remodeling, moving LAS to Cramer Hall, remodeling NH for new classrooms, etc.

In other matters, Wiewel appointed a committee to investigate the future of the wrestling program, and it will deliver a final report this week. The OSBHE board meeting is this week, and they are engaged in far reaching discussions about collaborations, efficiencies, common admissions application, the role of the regional campuses, etc. The interviews for the sustainability director position are in progress, and the engineering dean interviews will begin this week. The finalist for the UO president was announced today, Dr. Richard Lariviere From U Kansas. On Monday, PSU hosts a sold-out free lecture by Dr. Tom Friedman of the NY Times.

PSU Day, sponsored by PSU Advocates, is in Salem on March 12. The Provosts Office next RFP is imminent. Congratulations to Veronica Dujon for the Alumni Association's annual faculty award. Lastly, the omnibus bill on the Presidents' desk contains an earmark for SB II for \$330,000.

RUTH expressed her appreciation for the recent announcement establishing the long-term fiscal strategies committee, but expressed concern with respect to the comment in the memorandum regarding having to reevaluate models of traditional universities. She continued, that the traditional part of PSU works quite well, but we end up subsidizing the professional schools. She noted she is worried about CLAS in the general outlook for the future of the PSU economy, because it seems like for every dollar invested in CLAS, we make \$1.87, but we end up subsidizing engineering, and differential tuition remains in units so it doesn't come back to feed us. RUTH concluded, she is worried about sufficient CLAS representation on that committee as well as in the group that will actually be making the decisions. WIEWEL noted that CLAS will be very well represented, and that the language "traditional university model" is not intended to apply to one part of the operation, as Ruth has read it. Also, the decisions will be made through the shared governance process. There will be a

long period of discussion for all the options. The current budget model and the distribution of resources between the schools and colleges is something that will be discussable. The resources are a result of history and politics over time, rather than pure rationality, however, changing the principles over time is possible. It is not possible this year, but next fall we plan to initiate a process of rethinking the logic of the budget and its allocation.

#### **D. UNFINISHED BUSINESS**

##### **1. Amendment to the Constitution, IV., 4), 4. 1) Budget Committee**

THE MOTION TO APPROVE PASSED by unanimous voice vote.

#### **E. NEW BUSINESS**

##### **1. Curricular Consent Agenda**

TALBOTT/LIVNEH MOVED THE SENATE APPROVE the Curricular Consent Agenda, as listed in "E.1." with the exception of "E.1.b.3."

THE MOTION PASSED by unanimous voice vote.

##### **1.b.3. New Course Proposal: PS 471/571 Gender & Politics: A Comparative Perspective (4)**

AMES/MUSSEY MOVED THE SENATE APPROVE "E.1.b.3."

MUSSEY asked if Women and Politics will continue to be offered, or is it a replacement for that course. \_\_\_\_\_ responded that this is a new course.

THE MOTION PASSED by unanimous voice vote.

##### **2. UCC Program Proposal for the Minor in Music History**

HANSEN/PATTON MOVED THE SENATE APPROVE the Minor, as listed in "E.2."

THE MOTION PASSED by unanimous voice vote.

##### **3. Proposed Constitutional Amendment, Art. IV., 4. 4), h Teacher Education Committee**

PALMITER/BODEGOM MOVED THE SENATE APPROVED the proposed amendment, as listed in "E.3."

BROWN recommended that the committee review the several typographical errors.

PALMITER/BODEGOM MOVED TO TABLE the motion.

THE MOTION TO TABLE PASSED by unanimous voice vote.

#### **4. Institutional Assessment Council Proposal for Campuswide Student Learning Objectives**

BROWN/FARR MOVED THE SENATE APPROVE the proposal, as described in "E.4."

KOCH spoke in favor of the motion. He noted that this project has been in the works for several years, and thanked those who have been involved, in particular the Institutional Assessment Council. This proposal reflects the collective faculty commitment to undergraduate education at PSU. The objective was to provide a relatively succinct statement of learning expectations for undergraduate students. The justifications include the research data on student success, and communicating externally what we expect of our undergraduates. We also want our learning outcomes to reflect what is unique about PSU, our institutional values, and in particular the opportunities that students have in attending the university in this particular place with our particular approach to education. Lastly, it didn't go unnoticed that our accreditors indicated that we lacked university wide outcomes to attach and map the programmatic outcomes to. KOCH concluded that these outcomes are likely to evolve over time, but that this is a good place to begin articulating our expectations for undergraduate students.

HINES commented on certain grammar in the document.

RUETER asked for a clarification on the lines of authority with respect to who controls co-curricular activities, particularly as there are issues about the fact that they bypass the Senate committee structures. KOCH noted that Student Affairs organizes students in extracurricular activities around leadership, resident experiences, etc. in alignment with campuswide learning objectives that the faculty determine.

MURPHY commented on the tenor of these outcomes, that they declare students "will" achieve them, and as a parent of two and with twenty-three years of teaching experience, he knows this not to be true. There isn't any way to dictate that students will do this. RUTH concurred, and added that using this language creates unnecessary resistance.

CHRZANOWSKA-JESKE queried if there is information on how we plan to measure these outcomes. KOCH replied that chairs recently mapped their program curriculum onto these outcomes, which is the first step. With that, we can see where the holes are between one level and another, and take next steps. The next project will be to see how successful we are. The Assessment Council will begin to develop rubrics for that.

COLLIER noted he wanted to return to the issue of “will” and recommend it be changed to “provide opportunity.” He continued, that students’ capacity and motivation are beyond our ability to achieve, and queried if we are doing the job of the modern university if we demand. It sets us up for liability regarding for example, graduating students who have not been successful.

JHAJ thanked the council for receiving input and adding the first outcome.

TALBOTT supported the motion, stating she liked language. She noted we should be sued if students graduate and can’t read. We aren’t saying every student will be excellent at all things. FARR concurred, noting that these are consistent with the language we use in course syllabi.

WAMSER reminded that if these outcomes were intended for graduate programs there would be no problem. The problem with the undergraduate degree is control. The issue comes back to who will have control over assessment.

LUCKETT suggested that outcomes be replaced with “goals.”

COLLIER reiterated that every department couldn’t do all these, while this language is so concrete that he has concerns about what we are committing ourselves to. If we don’t have the control of the graduate program and the money for assessment of this rigor isn’t there, why should we paint ourselves into a corner.

\_\_\_\_\_ queried, are people concerned about the language of the outcomes or the assessment.

MURPHY noted the Collier suggestion was excellent. Additionally, it should be noted that, for example, we absolutely couldn’t control social responsibility.

BODEGOM noted he supported substituting outcomes with goals.

STEVENS reminded that there are different components of the outcomes, some having to do with knowledge of and others having to do with holding the values. Whether the students acquire the latter, they start with the former.

BROWN noted that we need to identify the output measures not the input measures.

WOLLNER stated that we need to decide two things, do we want outcomes and do we want these. A vote would decide that. JHAJ concurred, noting that it is not the place of this body to throw out all the work that the committee has done.

\_\_\_\_\_/\_\_\_\_\_ MOVED TO CALL THE QUESTION.

THE MOTION TO CALL THE QUESTION PASSED by 44 in favor, 32 opposed.

THE MOTION TO APPROVE THE PROPOSAL AS LISTED IN "E-4"  
PASSED by a vote of 47 in favor, 23 opposed, 5 abstentions.

## **F. QUESTION PERIOD**

There were no questions.

## **G. REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES**

There was no Provosts Report.

### **1. Educational Policies Committee**

BOWMAN presented the report, in "G.1." for the committee.

The presiding officer accepted the report for the Senate.

### **2. Faculty Development Committee Semi-Annual Report**

WALTON reported for the committee, noting that 79 proposals have been submitted totaling \$782,000 in requests.

The presiding officer accepted the report for the Senate.

### **3. Intercollegiate Athletic Board**

JACOB presented the report, in "G.3." for the committee.

The presiding officer accepted the report for the Senate.

### **4. Interinstitutional Faculty Senate meeting of Feb. 6/7 at OSU**

MERCER noted that Carter had to leave the meeting, and directed Senators to the IFS webpage for information. The minutes are attached herein.

The presiding officer accepted the report for the Senate.

### **5. Preview of the PSU Portfolio**

MERCER introduced/yielded to Ellen Weeks, OIT, who did a short presentation on the Faculty Portfolio page before G.1.

## **H. ADJOURNMENT**

The meeting was adjourned at 4:40 p.m.

Carter  
March 2009

Interinstitutional Faculty Senate  
Meeting on February 6-7, at Corvallis  
A Report

As might be expected, budget considerations overshadowed everything else. The traditional campus reports dealt primarily with adjustments in response to reduced budgets. Chancellor Pernsteiner talked frankly about the way things looked from his vantage point. He noted that the state's economic forecast could show a deficit of \$850 million to 1 billion for this biennium (the actual number announced February 20<sup>th</sup> was \$855 million). He spoke of a general "fear" in the legislature. No one has seen the numbers come down so fast, not even in the Great Depression. He used the expression, "falling off a cliff." Unemployment is at 9% and likely to hit double digits. We have already taken a 1.1% cut, and it is hard to come up with much more. If the legislature takes a notion to vacuum our fund balances, it could inadvertently drive us into exigency. Fortunately the leadership in the legislature "gets it," and is trying to calm people down a bit, at least about *this* year.

No one's even talking about 2009-2011. For the next biennium, we could see a shortfall of \$3.5 to \$5 billion, or about 30% of the state budget. Meanwhile, all things related to human services will increase, as will corrections, in light of Measure 57. The wild card in all this is the federal stimulus package, slated to start July 1 (too late for this biennium). The legislature is talking about coming back into session in July to respond. The governor has said no one should expect that money from the stimulus package will come directly to the governor to disperse. Meanwhile, Chancellor Pernsteiner is trying to make the case that the legislature should fund institutions at a per student rate. He is encouraging the admission of out-of-state students; he is also backing tuition increases (Jay Kenton apparently believes we can make up 10% by this means).

The Chancellor indicated that he was open to any and all ideas. Among the ideas suggested on the spot: admit students to OUS, rather than a specific institution, and refer some of them to low-enrollment campuses. Electronically or otherwise, offer certain disciplines in areas where students otherwise wouldn't have had access to them. Increase faculty teaching load (not popular, even among IFS members). Offer courses over the weekend. George asked that we discuss these issues with our respective Faculty Senates: How can we "do business differently"?

Jock Mills, Oregon State's government relations person, covered much the same ground from a slightly different angle. Even the December forecast rendered the governor's hopeful budget obsolete. There is a danger that our fund balances may be swept; we will argue that the legislature let OUS do any sweeping that must be done. He did mention the Rainy Day Fund and the Education Stability Fund, both of which have \$400-500 million in them, but both are one-time funds and it is unclear how they will be deployed. He imagined that one possibility could be a "consolidation" bill,



presumably one that would attempt to consolidate some of the smaller regional campuses; another might be various forms of micromanagement—regarding class size, department size, common course numbering, and the like. Mills stated four general conclusions” this legislative session is going to be about macroeconomics, not lobbying; 2) continuing uncertainty about “the Feds,” 3) potential for special sessions, like a year from now, and 4) that he (and others) would argue that the legislature not attempt to micromanage: just “give us the number and let us do our thing.”

In other business, the IFS heard from:

- A contingent from Oregon State spoke about their task force on shared governance. Hard to conclude much, except that their faculty senate has a lot more support than ours, including a special assistant to the president of the Faculty Senate. The Faculty Senate president also sits on the President’s cabinet.
- A group studying PERS. Their work is not ready for prime time, but they are concerned that there is one faculty subgroup that was inadvertently left with fewer options than most of us have.
- Bob Turner, OUS, spoke on assessment. Will be attempting to talk to the people who are actually doing assessment on the various campuses. Thinking of putting together a best practice case study, a list of obstacles to assessment, some of the negative perceptions around assessment, and a wish list: what do we really need to conduct assessment.
- Marie Viuli, University of Oregon, president of AOF (Association of Oregon Faculty) spoke about the concerns AOF is tracking. The IFS understands that its function overlaps in some ways with those of the AOF, AAUP, and the Higher Education Lobbying Network, and is opening up conversations with all of those groups.
- We also heard reports on the doings of the Provost’s Council and the State Board.

**PROPOSED AMENDMENT TO THE  
CONSTITUTION OF THE PORTLAND STATE UNIVERSITY FACULTY**

Text to be added underlined; text to be deleted ~~struck-out~~; text to be moved *in italics*.

**ARTICLE IV. ORGNAIZATION OF TH FACULTY**

**4) STANDING COMMITTEES**

**b) Teacher Education Committee.** This committee ~~shall~~ operates on the general premise that teacher education is an all-university activity and responsibility. Specifically, teacher education programs are the responsibility of the Graduate School of Education, but many other units provide undergraduate programs that provide the subject matter content and other prerequisites required of applicants to the GSE teacher preparation program. In addition, other units provide a graduate course of study that includes licensure specific to their professional area.

~~The Teacher Education Committee shall serve in an advisory capacity to coordinate the activities of the several schools, colleges and departments of the University which are directly involved in teacher education. It shall provide a communication link between the Graduate School of Education and those departments within the total University concerned with teacher education. The Committee shall analyze and make recommendations about teacher education program development and changes. It also shall deliberate and advise the School of Education on problems of admissions, graduation and academic standards and matters referred to by the Graduate School of Education, the University Senate, the University Faculty, or divisions of any of these units. Its activity, however is not limited to referrals. It may initiate inquiries or recommendations from its own observations. The Committee shall report to the Faculty Senate at least once each year.~~

The Teacher Education Committee serves in an advisory capacity to coordinate the teacher preparation activities of the campus by providing a communication link between the Graduate School of Education and other units.

The Teacher Education Committee is specifically charged to (1) ensure that the subject matter content and prerequisites address relevant state and national standards, (2) provide input on admissions requirements, (3) facilitate the development of clear pathways to admission to Graduate School of Education teacher preparation programs, and (4) assist in the recruitment of teacher candidates. The committee shall report to the Faculty Senate at least once each year.

*Membership.* The Committee shall consist of sixteen members of the University Faculty, representative of some of each of the following departments, or programs educating teacher candidates: Business, Curriculum and Instruction, ~~Special Education and Counselling~~, Special Education, Counselor Education, Educational Leadership and Policy, Foundations of Administrative Studies, Educational Leadership and Policy, Community Health, Art, Speech and Hearing Sciences, English, Foreign Languages, the combined social science departments (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology), the combined science departments (Biology, Chemistry, Geology, Environmental Science and Management, and Physics),

~~Mathematics,~~ Mathematics and Statistics, Theater Arts, Music, Child and Family Studies, and two students recommended by the ASPSU Senate.

The Dean and ~~Assistant~~ Associate Dean for Academics of the Graduate School of Education, ~~and the Education Librarian, and the Assistant Dean for the College of Liberal Arts and Sciences~~ shall be ex-officio non-voting members, with the ~~Assistant~~ Associate Dean serving as committee secretary. One of the ~~sixteen faculty~~ voting members shall serve as chairperson. ~~Each department of the University which educates teacher candidates is encouraged to create its own teacher education committee to work with the University Teacher Education Committee and with the Graduate School of Education.~~

### ***Rationale***

- 1) The definition of the TEC was revised to clarify the roles and responsibilities of the committee regarding teacher preparation and to simplify the language in the document.
- 2) The changes to the membership section reflect current University department names and position titles of ex-officio non-voting members.

March 11, 2009

TO: Faculty Senate

FROM: Richard Beyler  
Chair, Graduate Council

RE: Submission of Graduate Council for Faculty Senate

The following proposals have been approved by the Graduate Council, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2008-09 Comprehensive List of Proposals**.

## **College of Urban and Public Affairs**

### **New Courses**

#### **E.1.a.1**

- USP 512 Environmental Planning Methods, 3 cr  
Examination of the patterns and processes in human-dominated landscapes, and the tools for understanding human behavior and decision making. By applying several environmental planning tools to managing landscapes, this course aims to provide students with skills to translate data into information. Topics covered include, land conservation, impact of land use on watersheds, sustainability design, environmental impact assessments, and environmental modeling and simulation. Focus is on the application of tools to addressing pressing problems of regional significance. Recommended prerequisites: USP 531 or Geog 488/588.

## **Graduate School of Education**

### **Change to Existing Program**

#### **E.1.a.2**

- SDEP Program in Graduate School of Education, program change, adds third track to M.Ed., creates a path to the M.Ed. degree through completion of the Secondary Dual Educator Program (dual licensure in secondary and special education) with some additional coursework to complete degree requirements.

### **New Courses**

#### **E.1.a.3**

- ED 580. Adolescent Learners in Inclusive Settings, 2 cr.  
Focuses on principles of human learning and related practices for teaching in inclusive classrooms in the middle/high school setting. The psychology of learning in a school setting includes both individual and group generalizations, with an emphasis on the developmental tasks of adolescence. Examines the roles

and functions of teachers as facilitators of learning, and as decision makers concerning pupil needs and achievement in inclusive middle/high school settings.

E.1.a.4

- ED 581. Inclusive Classroom Researcher, 2 cr.  
Frames research questions concerning the principles, practices, promises, and problems of inclusive classrooms. Explores the philosophical and practical benefits of inclusive practices. Teacher networks, literature reviews and research design will provide the groundwork for collecting data throughout the program.

E.1.a.5

- ED 582. Collaborative Teaming and the Special Education Process, 4 cr.  
Introduction to special education law and processes that prepares future teachers to actively participate, plan and facilitate IEP and school team meetings. Includes an overview of state and federal laws/regulations, the IEP process and special education service delivery systems. Explores collaborative teaming processes in middle and secondary school settings. Prerequisites: Psy 311 and admission to SDEP program.

E.1.a.6

- ED 583, Study Skills and Learning Strategies, 2 cr.  
Examines typical secondary class demands and instructional methods to enable students with disabilities and other low achievers to become independent learners. Emphasis on content enhancement tools to increase accessibility of content as well as instructional methods for teaching study skills and learning strategies. Includes models and methods for infusing this instruction into the secondary curriculum. Prerequisite: admission to SDEP program.

E.1.a.7

- ED 584. Advocacy & Transition Planning, 2 cr.  
Focuses on student support and advocacy, school-family collaboration and transition planning. Concepts and curriculum related to person-centered planning and teaching self-determination skills addressed. Examines collaborative skills needed to empower students, families, communities, service agencies, and other support systems and facilitate inclusive practices in secondary settings. Prerequisite: admission to SDEP program.

E.1.a.8

- ED 585. Instructional Planning for Inclusive Classrooms, 4 cr.  
Addresses principles and skills for organization and presentation of grades 6-12 inclusive classroom instruction. Includes: student needs analysis, unit planning using backward design, direct and indirect instructional techniques that incorporate state and national standards in teaching a diverse group of adolescent learners. Prerequisite: admission to SDEP program.

E.1.a.9

- ED 586. Collaborative Teaching, 2 cr.  
Students will study practices and techniques that enhance instructional collaboration and consultation among general education and special education

teaching professionals. Models and methods for supporting students with disabilities in middle and secondary school general education classrooms will be explored.

E.1.a.10

- ED 587. Special Education and Curriculum and Instruction, 2 cr.  
Critically reviews the principles, practices, promises, and problems of inclusive education. Teacher candidate work samples, compilation and analysis of action research data, and educational leadership project provide culminating experiences blending the dual perspectives of general and special education and benefits of inclusive practices in teaching content to all students. Prerequisite: admission to SDEP program.

E.1.a.11

- SPED 571. Adolescents with Learning Differences, 2 cr.  
Explores the impact of various disabilities or other life experiences on learning and the developmental stage of adolescence. Examines what middle and high school teachers need to understand about students with learning differences and how they can provide support and accommodations. Prerequisite: admission to SDEP program.

**School of Fine and Performing Arts**

**New Courses**

E.1.a.12

- ARH 598 Contemporary Art I, 4 cr  
Exploration of major developments in the art world from the late 20th century. Looks at origins of contemporary art, the transition from Modernism to Post-Modernism, important themes in contemporary art, and issues facing the practicing artist of today, in the U.S. and globally. Prerequisites: Graduate standing in the MFA program.

**Change to Existing Courses**

E.1.a.13

- ARH 599 Contemporary Art, 4 credits – change title to Contemporary Art II, change description, drop 400 section

[end]

# E-1.c.

March 9, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee – **Consent Agenda**

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2008-09 Comprehensive List of Proposals**.

## Maseeh College of Engineering & Computer Science

### New Courses

#### E.1.c.1.

- CS 345 Cyberculture: The Internet and Popular Culture (4)  
Study of the effect of computers and the internet on popular culture. Typical topics include history and technologies of the web, social networks, the long tail in business and culture, the power of groups, user generated content, complex systems, virtual worlds and the power of search. The course may not be used as one of the upper-division CS electives for the BS degree in Computer Science.

#### E.1.c.2.

- CS 346 Exploring Complexity in Science and Technology (4)  
Introduction to Complex Systems, an interdisciplinary field that studies how collections of simple entities organize themselves to produce complex behavior, use information, and adapt and learn. Focuses on common principles underlying complexity in science and technology, and includes ideas from physics, biology, the social sciences, and computer science. The course may not be used as one of the upper-division CS electives for the BS degree in Computer Science.

#### E.1.c.3.

- CS 347 The Internet Age (4)  
Examination of the Internet and its evolution over the last 30 years to become an essential part of today's society. Also examines the impact the Internet has had on society as well as potential threats to its continued success. The course may not be used as one of the upper-division CS electives for the BS degree in Computer Science.

#### E.1.c.4.

- CS 348 Digital Media and Society (4)  
Covers, from a computing perspective, the transition of society to one that is primarily digital. Provides an understanding of digital media, its technical limitations, copyright and digital rights management, and digital media

communications. The course may not be used as an upper-division CS elective for the BS degree in Computer Science.

### **School of Fine & Performing Arts**

#### **Change in Existing Program**

##### **E.1.c.5.**

- B.M. in Performance with an Emphasis in Voice – changes to degree as requested by National Association of Schools of Music: Add required courses: Mus 312 Orchestration, Mus 320 Fundamentals of Conducting, Mus 418 Vocal Pedagogy; removes TA 248 Acting from required courses; changes language requirements and changes the number of electives from 9-13 to 8-12.

### **College of Liberal Arts and Sciences**

#### **New Courses**

##### **E.1.c.6.**

- Intl 490 Global Sustainable Development (4)  
An examination of key concepts of sustainable development, policies associated with sustainable development in developing nations, and the power relations inherent to these policies. The subject matter is approached from an interdisciplinary perspective. Recommended prerequisites: Intl 397.

##### **E.1.c.7.**

- Phl 307 Introduction to the Philosophy of Social Science (4)  
A survey of philosophical issues that arise within social sciences: what is the object of study of the social sciences, are social sciences scientific, are there laws in social sciences, are social sciences descriptive or explanatory, and does the proper methodology of social sciences include unique hermeneutical principles of understanding or merely methods of causal inference and/or structural analysis?

### **University Studies**

#### **Changes to Cluster Courses (Supplemental List)**

##### **E.1.c.8.**

<b>Add New Cluster course</b>			<b>Status</b>
CS 345	Cyberculture: The Internet and Popular Culture	Popular Culture	Approved
CS 346	Exploring Complexity in Science and Technology	Freedom Privacy Technology	Approved
CS 347	The Internet Age	Freedom Privacy Technology	Approved
CS 348	Digital Media and Society	Freedom Privacy Technology	Approved
CS 348	Digital Media and Society	Popular Culture	Approved
FL 448	Major Figures in World Literature: Tolstoy	European Studies	Approved



## **College of Urban and Public Affairs**

### **New Courses**

#### **E.1.c.9.**

- PA 415 Civic Leadership Integrative Seminar (4)  
Culminating seminar for students in the civic leadership minor to reflect upon, synthesize, and showcase their theoretical understanding and practical application of civic leadership. Students develop a portfolio that demonstrates their learning about civic leadership throughout the entire course of the minor. Prerequisites: PA 311.

March 9, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

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**College of Urban and Public Affairs and College of Liberal Arts and Sciences**

**New Instructional Program Leading to the Minor in Aging Services**

**RATIONALE AND OVERVIEW.**

“Aging services” is an umbrella term to describe a wide array of services designed to meet the current and future demands presented by population aging, both locally and globally. Examples of services include several broad types: health and medical services; business services; leisure and recreational services; direct care services; financial services; planning and program evaluation. Design and delivery of aging services requires knowledge of gerontology and also business, public policy, social welfare, communication, technology, development, innovation, leadership, and management.

The proposed multidisciplinary minor is designed for individuals who wish to develop or enhance a career related to aging services, including such services as senior health promotion and case management, and community- or institutionally-based long-term care. The minor is intended as an additional credential for students in regular baccalaureate degree-granting programs. Students earn the minor in conjunction with a Bachelor of Arts or Science degree in a health, social service, or business-related field; in addition to the requirements for the minor, students must meet the general University degree requirements. Students who complete the coursework required for the minor will possess a basic understanding of gerontology with particular skills in administration and finance, chronic disease, and health promotion. This program also will enhance the skills of students planning to enroll in industry-provided training to become administrators of assisted living facilities and residential care facilities or nursing homes.

**PROPOSED CURRICULUM.**

No new courses are proposed. All required courses in the proposed program currently exist.

Students should be ready to enter their sophomore or junior year. The minor consists of a minimum of 30-32 credits, including core courses (19-20 credits), elective courses (7-8 credits), and a worksite/fieldwork/internship placement (4 credits). Students who are currently working with elders may petition to receive up to 2 credits toward the required hours for worksite placement. Students must complete all courses with a grade of “C-” or better.

**Core Courses (19-20 credit minimum)**

- ✓ PHE 456 Health Aspects of Aging (4)
- ✓ **TWO** of the following:
  - PHE 454U Social Gerontology (4)
  - SOC 469 Sociology of Aging (4)
  - PSY 462 Psychology of Adult Development and Aging (4)
  - PHE 410 Families and Aging (4)

- PHE 410 Business and Aging (4)
- ✓ **ONE** of the following:
- PHE 471 Program Planning and Evaluation (4)
  - PA 588 Program Evaluation and Management in Health Services (3)\*
  - EC 316 Introduction to Health Economics (4)
  - PA 570 Health Administration (3)\*
- ✓ **ONE** of the following:
- BA 306 Working with Money for Business Minors (4)
  - BA 316 Working with Customers for Business Minors (4)
  - BA 326 Working with People for Business Minors (4)
  - BA 336 Working with Information for Business Minors (4)
  - BA 346 Working as an Entrepreneur for Business Minors (4)

NOTE: When a set of options is listed, only one (1) of the courses in that particular grouping may be included in the program. Additional courses in the grouping may NOT be used to substitute for courses in other groupings.

#### **Elective Courses (7-8 credit minimum)**

- PHE 410 Health and Housing Across the Life Course (4)
- PHE 250 Our Community: Our Health (4)
- PHE 295 Health Promotion/Disease Prevention (4)
- PHE 350 Health and Health Systems (4)
- PHE 363 Communicable Diseases and Chronic Health Problems (4)
- PHE 370 Applied Kinesiology (4) (prerequisite: BIO 301 Anatomy & Physiology)
- PHE 444U Global Health (4) or PHE 410/510 International Health and Aging (4)
- PHE 446 Community Health Principles and Practices (4)
- PHE 450 Epidemiology (4)
- SP 447 Communication and Aging (4)
- PHE 410 Families and Aging (4)
- PHE 473 Physiology of Exercise (4) (prerequisites: BIO 301 AND BIO 302 Anatomy & Physiology)
- PHE 425U Nutrition for Health (4)
- CH 250 Nutrition (4)
- **Other** courses related to gerontology, health, or business as approved by the Program Advisor

\* Graduate-level courses taken as an undergraduate may not be used later for graduate credit later.

#### **Required Internship (PHE 404; 4 credits; Graded Pass/No Pass )**

The internship generally will be completed in the student's final year of baccalaureate study. It will consist of 120 hours of work-related experience designed to connect theory with specific activities in a real-world environment, under supervision. Students will be matched to a worksite which complements their areas of academic study and interest. Internship experiences can lead to employment. Worksites, which must be approved in advance by the Program Advisor, include community agencies providing direct care or long-term care residences serving primarily elders or other aging services organizations.

Ideally, internship credits will be taken over 2 or 3 terms, or they may be taken in one term (12 hours per week of worksite experience). A log of activities and reflections and a culminating paper describing the experience and knowledge gained are required. The paper will include, at least:

#### **Additional Requirements**

- A grade of "C-" or better in all program-related courses. Overall cumulative GPA of 2.5.

A student who has not completed all requirements for the minor at the time his/her degree is conferred may continue to work as a special, postbaccalaureate, or graduate student.

March 9, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposals have been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2008-09 Comprehensive List of Proposals**.

**College of Urban and Public Affairs and College of Liberal Arts and Sciences**

**New Instructional Program Leading to the**

**Multidisciplinary Concentration in Aging Services within the Health Studies Major**

**RATIONALE AND OVERVIEW.**

“Aging services” is an umbrella term to describe a wide array of services designed to meet the current and future demands presented by population aging, both locally and globally. Examples of services include several broad types: health and medical services; business services; leisure and recreational services; direct care services; financial services; planning and program evaluation. Design and delivery of aging services requires knowledge of gerontology and also business, public policy, social welfare, communication, technology, development, innovation, leadership, and management.

This multidisciplinary track, or concentration, within the Health Studies major is designed for individuals who wish to develop or enhance a career related to aging, broadly defined to include aging services, health care for older adults, and long-term care, while majoring in Health Studies. The track is intended as an area of focus for students in the Health Studies major in conjunction with the Bachelor of Arts or Science degree.

The proposed multidisciplinary concentration is designed for individuals who wish to develop or enhance a career related to aging services, including such services as senior health promotion and case management, and community- or institutionally-based long-term care. The concentration is intended as an additional credential for students in regular baccalaureate degree-granting programs. Students earn the concentration in conjunction with a Bachelor of Arts or Science degree in a health, social service, or business-related field; in addition to the requirements for the concentration, students must meet the general University degree requirements. Students who complete the coursework required for the concentration will possess a basic understanding of gerontology with particular skills in administration and finance, chronic disease, and health promotion. This program also will enhance the skills of students planning to enroll in industry-provided training to become administrators of assisted living facilities and residential care facilities or nursing homes.

**PROPOSED CURRICULUM.**

No new courses are proposed. All required courses in the proposed program currently exist.

Eligible students should be ready to enter their sophomore or junior year. The aging track within the Health Studies Major will consist of a minimum of 84 credits, including core courses (32 credits), required courses (36 credits), and elective courses (16 credits), plus a worksite/fieldwork/internship placement (8 credits). Students who are currently working with elders will be allowed to petition to receive up to 2 credits toward the required hours for worksite placement. Students will need to complete all program-related courses with a grade of “C-” or better.

**CORE (7 courses, 32 credits total)**

1. STAT 243 – Intro to Probability and Statistics I (4)
2. PHE 250 – Our Community, Our Health (4)
3. PHE 295 – Health Promotion, Disease Prevention (4)
4. PHE 350 – Health and Health Systems (4)

E-3, PSU Faculty Senate Meeting, April 6, 2009

5. PHE 443 – Environmental Health (4)
6. PHE 450 – Epidemiology (4)
7. PHE 404 – Internship (8)

**REQUIRED (9 courses, 36 credits total)**

1. PHE 456 – Health Aspects of Aging (4)
2. PHE 471 – Program Planning and Evaluation (4)
3. PHE 454U – Social Gerontology (4)
4. PHE 425U – Nutrition for Health (4)
5. PHE 363 – Communicable and Chronic Disease (4)
6. PHE 410 – Business and Aging (4)
7. Either: SOC 469 – Sociology of Aging OR PSY 462 – Psychology of Adult Development and Aging (4)
8. Either: SP 447 – Communication and Aging OR PHE 410 – Families of Aging (4)
9. One of the following: BA 306 – Working with Money for Business Minors OR BA 316 – Working with Customers for Business Minors OR BA 326 – Working with People for Business Minors (4)

**ELECTIVES – (An additional 4 courses, 16 credits total)**

BA 101 – Introduction to Business (4) \*

BA 306 – Working with Money for Business Minors (4)\*

BA 316 – Working with Customers for Business Minors (4)\*

BA 326 – Working with People for Business Minors (4)\*

BA 336 – Working with Information for Business Minors (4) \*

BA 346 – Working as an Entrepreneur for Business Minors (4)\*

PHE 445 – Men's Health (4)

PHE 451 – Women's Health (4)

PHL 313 – Life and Death Issues (4)

PSY 311U – Death and Dying (4)

SOC 469( IF not used above) – Sociology of Aging (4)

PSY 462( IF not used above) – Psychology of Adult Development and Aging (4)

PHE 410 (IF not used above) – Families and Aging (4)

SP 447 (IF not used above) – Communication and Aging (4)

PHE 410 – Global Aging and Health: Focus on Nicaragua (4)

PHE 446 –Community Health Principles and Practices (4)

EC 316 – Introduction to Health Care Economics (4)

SP 318U – Family Communication (4)

SOC 459 – Sociology of Health and Medicine (4)

***OTHER courses related to Aging and/or Health as approved by the Program Advisor***

**Total Credits: 84**

\* Students may opt, as well, to complete a 24-credit Business Minor, using those classes both as “Aging” electives and as completing the requirements for a minor in Business. A Business minor requires successful completion of all 6 BA (Business Administration) classes listed above, including BA 101, BA 306, BA 316, BA 326, BA 336, and BA 346. Courses taken as core courses may not be counted as electives as well.

**Required Internship (PHE 404; 8 credits; Graded Pass/No Pass)**

The internship generally will be completed in the student's final year of baccalaureate study. It will consist of 240 hours of work-related experience designed to connect theory with specific activities in a real-world environment, under supervision. Students will be matched to a worksite which complements their areas of academic study and interest. Internship experiences can lead to employment. Worksites, which must be approved in advance by the Program Advisor, include community agencies providing direct care or long-term care residences serving primarily elders or other aging services organizations.

Ideally, internship credits will be taken over 2 or 3 terms, or they may be taken in one term (24 hours per week of worksite experience). A log of activities and reflections and a culminating paper describing the experience and knowledge gained are required.

**Additional Requirements**

- A grade of "C-" or better in all program-related courses. Overall cumulative GPA of 2.5.
- Formal application to the Program. Forms are available from the Institute on Aging or the School of Community Health offices and/or online.

March 11, 2009

TO: Faculty Senate

FROM: Joan Jagodnik,  
Chair, Undergraduate Curriculum Committee

RE: Submission of Undergraduate Curriculum Committee

The following proposal has been approved by the UCC, and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal by going to the PSU Curriculum Tracking System at <http://psucurriculumtracker.pbwiki.com> and looking in the **2008-09 Comprehensive List of Proposals**.

**College of Liberal Arts and Sciences: New Instructional Program Leading to the Certificate of Advanced Proficiency in Russian**

**RATIONALE AND OVERVIEW.**

In 2008, PSU received a million dollar grant from the National Education Security Program Language Flagship to create a new kind of advanced Russian language program designed to produce Superior speakers of Russian with majors in any discipline. (The term "Superior" refers to a proficiency level comparable to that of an educated native speaker. It is considerably higher than the level normally attained by an undergraduate Russian major or by a home speaker of Russian who was not educated in Russia.)

All students who complete the overseas portion of the program will receive certification from the national Language Flagship. The proposed Certificate program combines existing courses with 18 credits of new Russian across the curriculum courses and one six-credit senior Capstone (total 24 credits) to assure that all students who complete the program also receive certification from PSU and also to assure that placebound students who cannot complete the overseas portion of the program receive official recognition of their accomplishments and hard work,

PSU's application to NSEP was submitted in partnership with the UO Chinese Flagship Program. PSU and UO are now among only 19 schools in the nation to have Flagship programs, and Oregon is one of only very few states in the nation to have Flagship programs at two different institutions in two different languages.

**PROPOSED CURRICULUM.**

**Certificate of Advanced Proficiency in Russian**

**Advanced Russian Language Classes**

RUS 325 Russian Phonetics and Phonology (existing course)	4
RUS 411, 412, 413 Advanced Russian (existing courses)	12
RUS 414 Advanced Russian Grammar (existing course)	4

**Content Classes Conducted in Russian**

RUS 421 Topics in Contemporary Russian Culture (new course )	4
RUS 427 Topics in Russian Literature of the 19C (existing course)	4
RUS 433 Topics in Russian Literature of the 20C (existing course)	4

**Russian Across the Curriculum**

RUS 416 Readings in Russian: FRINQ (new curriculum)	6
RUS 416 Readings in Russian: SINQ (new curriculum)	6
RUS 416 Readings in Russian: Russian in the Major (new curriculum)	6

UNST 421 Capstone (new curriculum)	6
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<b>Total</b>	<b>56</b>
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This program is designed so that it can be completed at PSU within a four-year program. However, qualified students will be encouraged to apply to the overseas Russian Flagship Center in St. Petersburg for direct enrollment in courses at St. Petersburg University. PSU advisors will work with overseas students to assure integration of their overseas credits into their degree programs. All of the courses required for the certificate program will be taught annually during the academic year by a combination of tenured, annual, fixed-term, and adjunct faculty and TAs. Students in the program will also have the option of taking content courses taught by International Visiting Professors from Russia during summer terms. The Capstone course has a service learning component that can be completed stateside or overseas. Students who complete their service component in Russia will use SKYPE to interact with the stateside members of the class.

Students, in addition to being admitted to PSU, are also required to apply directly for admission to the Flagship program. Students are eligible for Flagship scholarships (\$500-\$3,000 provided by NSEP) to supplement other forms of financial aid. We expect full funding from NSEP for students who qualify to participate in the overseas program.

All students are required to take annual proficiency examinations in reading, writing, and listening administered by the American Council of Teachers of Russian. Upon completion of the program, each student will take an Oral Proficiency Interview administered by the American Council on the Teaching of Foreign Languages and receive an official rating. In addition, because the Flagship movement is a national undertaking, the program will have annual site visits from NSEP evaluators and other directors of Flagship programs. PSU faculty in turn will visit other Flagship programs in order to determine best practices.

We currently have four Flagship students (Freshmen expected to complete the entire program) and 11 at large students (qualified to take the classes but not expected to complete the entire program) enrolled in pilot courses. We are currently attempting to recruit a Freshman cohort of 15-20 for 2009-2010. When the program is fully implemented, we anticipate a total enrollment of approximately 60 people per year. We expect approximately 23 students to enroll in one-, two-, and four-credit Certificate related in 2009 (approximately 300 SCH [20 FTE] per term). Each additional cohort will add approximately 300 SCH (20 FTE) per term per year.

The program is the responsibility of three tenure-line faculty: Sandra Freels (Chair Foreign Languages and Literatures, Professor of Russian), Martha Hickey (Director International Studies, Associate Professor of Russian), and Nila Friedberg (Assistant Professor of Russian). They are assisted by Senior Instructor Galina Kogan and by International Visiting Professors from the Linguistics University of Nizhny Novgorod, PSU's partner institution in Russia.

In addition to the core faculty named above, NSEP funding has provided for one additional fixed-term Assistant Professor of Russian and two GTAs. This funding will be available for the next two years with extensions depending on the success of the program. Should NSEP funding be reduced, we are prepared to offer the program with existing resources although some of the elective courses will need to be taught every other year.

As described above, the PSU Russian Language Flagship Partner Program is unique in that it integrates Russian across the curriculum instruction into every level of PSU's University Studies general education program. We expect the program to become a model for language across the curriculum throughout the nation. We also see the program as a model for providing education to underrepresented minorities and for economic development and hope that it will be replicated in other languages as PSU.

It is especially fitting that a Russian Flagship be established in Portland where there are an estimated 80,000 speakers of Russian. (PSU has partnered with Portland Public Schools in the creation of a new Russian immersion program in part to meet the needs of this population.) The children of these families have the potential, with higher education and appropriate language training, to become Superior speakers of the language and thus a significant economic asset to the state. Historically, the USA has squandered the linguistic resources of its immigrant populations. The Language Flagship, on the contrary, seeks to promote language excellence for the common good.

### **Financial Sustainability**

NSEP has provided \$500,000.00 for the pilot phase of the program (2008-09). Those funds have paid for a search for an Asst. Prof of Russian for 2009-2011, and they have paid for TAs and curriculum development during the pilot year. During 2009-2011, NSEP funding will pay for one additional Asst. Prof. of Russian. PSU will pay for two TAs. NSEP scholarships will cover domestic and overseas costs for most students admitted to the program.

NSEP has suggested that it is looking for a long-term relationship, but we understand that funding levels may vary. Should NSEP funding cease at the end of 2011, we are prepared to offer the Certificate program using existing faculty (Freels, Friedberg, Hickey) + TAs. We will do this by teaching fewer upper-division elective courses.

**E-4, PSU Faculty Senate Meeting, April 6, 2009**

## **Memorandum**

**Date:** 5 March 2009

**To:** Sarah Andrews-Collier, Secretary to the Faculty

**From:** Michael Bowman, Chair, Educational Policy Committee

**Re:** **Motion to Revise Procedures for Approval of Academic Units.**

The Educational Policy Committee is proposing that the Faculty Senate:

- 1) Abolish the current informal process for the Establishment of a School, College, Department, Division, Center, Institute or Similar Agency Serving Instructional, Research, and Public Service Functions.
- 2) Abolish the current Process for Approval of Centers (7/06).
- 3) Adopt the new Process for Creation, Elimination & Alteration of Academic Units attached.
- 4) Grandfather the Center for Women, Politics, and Public Policy proposal currently before EPC. Allowing it to continue to be evaluated under the Process for Approval of Centers.



## Proposal for the Establishment, Elimination, or Alteration of Academic Units

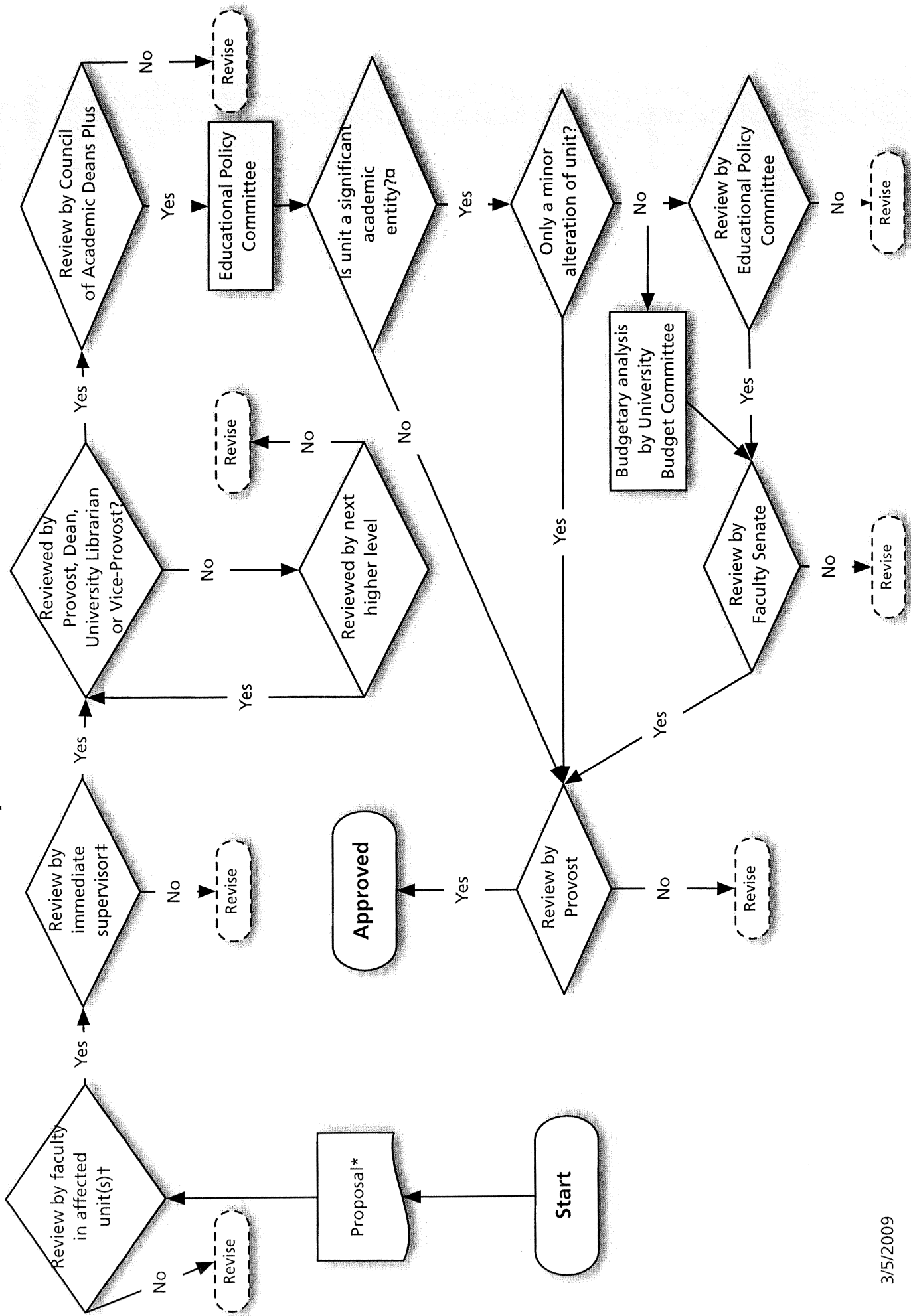
Answer the appropriate questions below.

- 5) What is the name of the unit? Provide a brief history or justification for it.
- 6) How does the unit help Portland State University to achieve its themes/goals?
- 7) What are the objectives and planned outcomes for the unit?
- 8) What significant activities will take place within the unit?
- 9) Indicate the expected percentage of time and resources that will be allocated to each activity. Please include, if appropriate: courses to be offered, course development, research performed, community partnerships built, other (specify).
- 10) Why is a change needed to achieve these outcomes and to host these activities?
  - a. What other units are already undertaking similar activities? Meet with these units and include documentation on the outcomes of these meetings.
  - b. Why is a separate or changed identity and/or structure key to success in meeting the objectives and planned outcomes?
  - c. How will these outcomes be measured and assessed? What benchmarks will be used to determine the success of the unit?
7. What is the proposed structure of the unit? Examples include: Where will it be housed? Will it become a separate administrative unit? Will it have its own support staff? How will faculty become affiliated with the unit? Will faculty FTE be assigned to the unit? What is the likely faculty composition (% tenure-track, % fixed-term, % adjunct)? According to what rules will faculty be evaluated for P&T?
8. Who will have administrative oversight for the unit?
9. When would the unit be established or the change be enacted? What is the period of time for the unit to operate (if it is not permanent)? Describe how the unit may evolve or expand.
10. What additional resources are needed for the unit? From where will these resources come? What revenue will the unit generate?
  - a. Budget: Show all anticipated sources of revenue and expenditures.
  - b. Space: Describe in detail the new space needs and where the unit would be situated.
  - c. Staff: Describe all anticipated workers at all levels.
  - d. Support Services: Describe necessary increased support services, such as additional laboratory equipment, library resources, or computers.
11. List the faculty proposing the change and their departmental affiliations.

Request prepared by: _____	Date: _____
Approved by immediate supervisor: _____	Date: _____
Approved by *: _____	Date: _____
Approved by *: _____	Date: _____
Approved by EPC Chair: _____	Date: _____
Reviewed by UBC Chair: _____	Date: _____
Approved by Senate Presiding Officer: _____	Date: _____
Approved by Provost: _____	Date: _____

\* Signatures are required of administrators at each level above that of the immediate supervisor that approve the project prior to submission to CADS+.

# Process for Creation, Elimination & Alteration of Academic Units



## Notes

\* Proposals are prepared using the Proposal for the Establishment, Elimination or Alteration of Academic Units form.

† Appropriate faculty groups should be determined on a case-by-case basis. For example, when a center is created within a department it is the departmental faculty who would vote to approve, while for a merger of two departments it would be the faculty of both departments, and for the creation of a new school containing existing departments it would be the faculty of those departments.

‡ The “immediate supervisor” is the administrator to whom the unit in question directly reports.

□ Significant academic units include, but are not limited to: departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, and institutes.

**Proposed Amendment to the Constitution  
of the Portland State University Faculty**

Text to be added underlined. Text to be deleted ~~struck out~~.

**Article IV: Organization of the Faculty**

**4) Standing Committees**

**m) Educational Policy Committee.** The Educational Policy Committee shall advise the Faculty Senate and the President on educational policies and planning for the University. Membership of the Committee shall be composed of the chairperson of the Budget Committee, plus five faculty members from the College of Liberal Arts and Sciences, one faculty member from each of the other divisions, one classified member of PSU, and two students (one undergraduate and one graduate). The chairperson shall be selected from the membership by the Committee on Committees. The Provost, the Associate Vice President for Finance & Administration, and a representative from the Office of Institutional Research and Planning shall serve as consultants at the request of the Committee. The chairperson (or a designated member) shall serve on the Budget Committee.

The Committee shall:

- 1) Serve as the faculty advisory body to the President and to the Faculty Senate on matters of educational policy and planning for the University.
- 2) Take notice of developments leading to such changes on its own initiative, with appropriate consultation with other interested faculty committees, and with timely report or recommendations to the Faculty Senate.
- 3) ~~Receive and consider~~ Make recommendations to the Senate concerning the approval of proposals from appropriate administrative officers or faculty committees for the establishment, abolition, or major alteration of the structure or educational function of departments, distinct programs, interdisciplinary programs, divisions, schools, colleges, centers, institutes, or other significant academic entities. All proposals must use the Process for Creation, Elimination & Alteration of Academic Units.
- 4) In consultation with the appropriate Faculty committees, recommend long-range plans and priorities for the achievement of the mission of the University.
- 5) Undertake matters falling within its competence on either its own initiative or by referral from the President, faculty committees, or the Faculty Senate.
- 6) Form subcommittees as needed to carry out its work.
- 7) Report to the Faculty Senate at least once each term.

*Rationale*

These two changes are related to the proposed change in the process for the approval of the establishment, abolition and alteration of academic units.

- 1) The first change copies the initial language of one of the charges of the Undergraduate Curriculum Committee. This is to make the new approval role of EPC clearer (like UCC's approval role in undergraduate curriculum matters).
- 2) The second change makes clear that divisions, centers, and institutes are significant academic entities. Currently that can be inferred from the title of the processes for the approval of academic units, but the new process has a generic title. There is thus nothing explicit that indicates the status of divisions, centers, or institutes.

**RESOLUTION OF THE PSU FACULTY SENATE**

Proposed by the Senate Steering Committee and the Advisory  
Council

Whereas, PSU faculty recognize the need for the University to respond in a timely manner to state budget reductions, and

Whereas, A spirit of shared governance requires that PSU faculty have a significant voice in decisions affecting the University and its mission,

Resolved, That the Educational Policy, Budget, Academic Requirements, Undergraduate and Graduate Curriculum, and Senate Steering Committees, as well as the President's Advisory Council, will continue to meet over the summer, and may call one or more summer meetings of the Faculty Senate, comprising incoming and continuing senators.

Academic Advising Council Faculty Senate Report: April 6, 2009

Committee Members: Mary Ann Barham, Darrell Brown, Marcia Fischer, Michael Flower, Dan Fortmiller (Chair), Melissa Leonard, Alan MacCormack, Robert Mercer, Judy Patton, Janet Putnam, Bee Jai Repp, Bill Ryder, Juliette Stoering, Paulette Watanabe, Craig Wollner

The Academic Advising Council, upon recommendation of the 2007-08 Council and the First Steps for Student Success & Retention (FSSSR) committee, was reconstituted in 2008-09 to reflect a broader representative body. Each school/college is represented and the committee also includes practitioners as well as those responsible for the management of advising units on campus.

The prior year's council has recommended an advising model that relies on both professional and faculty advisers to help students create clear pathways to their academic goals; in particular an undergraduate degree from Portland State University. The initial focus of the work going forward is to assist schools/colleges/departments in achieving the intentional model of advising recommended both by the Council and the FSSSR with an initial focus on freshmen and then transfers.

Initial discussion was based on whether this proposed model best served PSU students or whether a University College (UC) model where freshmen/sophomores are advised centrally before declaring a major was a possibility. The latter is the design for undecided students in the current model with the Undergraduate Advising & Support Center serving as the "home" for these students. There were questions as to whether the UC model would work with our professional schools as well as discussion regarding the literature in support of students making early connections with their disciplines.

Using the proposed current model as the basis for the current discussion the prominent question for the council is how to move this forward, or parts therein, given a budget environment in which dramatic cuts are taking place when the model proposes investing \$840,000 to achieve the adviser: student ratio identified as meeting the needs of PSU.

Fundamental questions to resolve:

- 1) How do students arrive at their initial choice of major? How does the curriculum support decision-making?
- 2) What information do we provide, and how might we provide it best, that introduces students to the discipline?
- 3) Who is communicating with students now and what are the messages? Could this benefit by being centralized?
- 4) What role does orientation play in introducing students to the major, what role could or should it play?
- 5) How can we provide intentional advising within the confines of the resources currently available? What role can technology and group work play?

6) What role will faculty ultimately play in advising? How might FRINQ faculty be utilized in this endeavor?

Next Steps:

- 1) Report from Mary Ann Barham (UASC) regarding the NACADA Institutes re: technology and advising.
- 2) Bill Ryder (New Student Programs/Orientation) to share with group the various models of orientation that might best support PSU students.
- 3) Identify/inventory current practices of communicating with students.
- 4) Identify work being done to provide consistency within departmental websites for advising, e.g. CLAS?
- 5) Assess needs of faculty to support advising within the schools/colleges/depts..

Annual Report to the Faculty Senate  
Institutional Assessment Council, Portland State University

Date: March 9, 2009

To: Sarah Andrews-Collier, Secretary to the Faculty

From: Dannelle D. Stevens, Chair, Institutional Assessment Council

Re: Institutional Assessment Council (IAC) Annual Report, AY 2008-2009

This report covers the activities of the Institutional Assessment Council from June 2008 to June 2009. Minutes are available at the Council's website at: <http://www.iac.pdx.edu>.

**Committee Membership:** Rudy Barton (FPA, ARCH), Thomas Bielavitz (LIB), Mirela Blekic (UNST), Eileen Brennan (SSW), Darrell Brown (SBA), Rowanna Carpenter (UNST), Serap Emil (GSE), Grant Farr (CLAS), Bill Fischer (CLAS, FLA), Paul Latiolais (CLAS, MATH), Gerry Recktenwald (MCECS, MME), Dannelle Stevens (GSE, CI, Chair), Craig Wollner CUPA. EX-OFFICIO MEMBERS: Shawn Smallman (OAA), Dan Fortmiller (OSA), Kathi Ketcheson (OIRP), Cheryl Ramette (CAE), Leslie McBride (CAE), Christie Toth (CLAS).

**2008-09 Charge:**

*The IAC will promote and oversee the continued implementation of assessment across the campus, working closely with these offices: Instruction and Undergraduate Studies, Institutional Research and Planning, and the Center for Academic Excellence. Create guidelines for assessment planning and implementation that reflect student learning at the program, department, and institutional level. In cooperation with the ex-officio members, the Council will design a strategy for addressing assessment long term.*

*It will oversee the implementation of key learning goals for institutional assessment. The IAC will serve as the review mechanism for assessment on campus and coordinate with the assistant and associate deans group the implementation of systematic annual reporting by schools and colleges. It will create an annual document on the status of assessment that will form the basis for institutional reports, such as those required by the PSU Faculty Senate and the regional accreditation body, NWCCU.*

**Overview:** The committee includes representatives from all academic units on campus, and from Student Affairs. The work of the Institutional Assessment Council this year mainly revolved around gaining support from the Faculty Senate to adopt the eight proposed Campus-wide Learning Outcomes. Additionally, the Council determined that it needed to inform itself more thoroughly on the status of assessment on campus, and on assessment practices in general, in order to provide appropriate and inspiring guidance. Lastly, the Council developed a website where the Outcomes are housed, as well as related topics and plans for the future. All of these points are outlined below in the context of the charge.



**Specific Activities:**

- Conducted and analyzed an inventory of assessment practices across campus.
- Completed development of eight Campus-wide Learning Outcomes.
- Senate voted to adopt the Campus-wide Learning Outcomes – March 2, 2009.
- Developed a 5-year plan for the Institutional Assessment Council (by June 2009).
- Reviewed results of unit planning (by end of June 2009).
- Developed IAC web site.